

Teacher(s): Johnson

Subject: World History

Week of: Nov 13 – 17, 2017

Week: 15

DAY	PRE-PLANNING	AGENDA	INSTRUCTIONAL STRATEGIES	ASSESSMENT
Mon	Standard(s): SSWH 4 Analyze impact of the Byzantine and Mongol empires.	Do Now: Guided Instruction (We do)- 5 min quick study for quiz Opening: Focused Instruction (I do)- review testing procedures Work Session: Independent Learning (You do alone)- Complete WH 4 Quiz using handouts provided for study	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input type="checkbox"/> Other	Formative: Teacher Observation Q&A Quiz
	Purpose: To provide the student an opportunity to validate their mastery of the material in WH 4	Closing: Guided Instruction (We do)- Determine what caused the most trouble Home Learning:		Summative:
Tues	Standard(s): SSWH 3 Examine the political, philosophical and cultural interaction of Classical Mediterranean societies from 700 BCE/BC to 400 BCE/BC. SSWH 4 Analyze impact of the Byzantine and Mongol empires.	Do Now: Guided Instruction (We do)- Re ID all material required for test study and classwork turn in for this unit test Opening: Focused Instruction (I do)- explain work session; assist as needed Work Session: Guided Instruction (We do)- Review all answers to the WH 4 material, then hit high points from WH 3 Collaborative Learning (You do together)- in pairs, review each other over the material	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input type="checkbox"/> Other	Formative: Teacher Observation Q&A TOTD
	Purpose: To provide the students an opportunity to focus on their areas of weakness or concern by using student driven review process assisting as needed	Closing: Guided Instruction (We do)- TOTD: ID your primary area of weakness you will study tonight Home Learning: Study for the Unit exam over WH 3 & 4		Summative:
Weds	Standard(s): SSWH 3 Examine the political, philosophical and cultural interaction of Classical Mediterranean societies from 700 BCE/BC to 400 BCE/BC. SSWH 4 Analyze impact of the Byzantine and Mongol empires.	Do Now: Guided Instruction (We do)- 5-minute quick study for test Opening: Focused Instruction (I do)- Review testing procedures Work Session: Independent Learning (You do alone)- Complete Unit Test	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input type="checkbox"/> Other	Formative: Teacher Observation Q&A
	Purpose: To provide students the opportunity to validate their mastery of the material in this unit – WH 3,4	Closing: Guided Instruction (We do)- Discuss trouble questions Home Learning:		Summative: Unit (WH 3,4) Test

Thurs	<p>Standard(s): SSWH 3 Examine the political, philosophical and cultural interaction of Classical Mediterranean societies from 700 BCE/BC to 400 BCE/BC.</p> <p>SSWH 4 Analyze impact of the Byzantine and Mongol empires.</p>	<p>Do Now: Guided Instruction (<i>We do</i>)- Report student results and focus of retest</p> <p>Opening: Focused Instruction (<i>I do</i>)- explain work session; assist and clarify as needed</p> <p>Work Session: Collaborative Learning (<i>You do together</i>)- in pairs, review focus of retest by</p> <p>Independent Learning (<i>You do alone</i>)- those who have a satisfactory grade will be working on Poster “The Mongols are Coming”</p> <p>Closing: Guided Instruction (<i>We do</i>)- Revisit big picture</p> <p>Home Learning: Study for Unit retest</p>	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input checked="" type="checkbox"/> Other <ul style="list-style-type: none"> Remediation Differentiation 	<p>Formative: Teacher Observation Q&A</p>
	<p>Purpose: To provide the student the opportunity to review for the Unit (WH 3,4) exam by validating their answers to the classwork and refocus study on those identified areas of weakness for retest or those passing can work on Mongols poster</p>			
Fri	<p>Standard(s): SSWH 3 Examine the political, philosophical and cultural interaction of Classical Mediterranean societies from 700 BCE/BC to 400 BCE/BC.</p> <p>SSWH 4 Analyze impact of the Byzantine and Mongol empires.</p>	<p>Do Now: Guided Instruction (<i>We do</i>)- 5-minute quick study</p> <p>Opening: Focused Instruction (<i>I do</i>)- review testing procedures/work session</p> <p>Work Session: Independent Learning (<i>You do alone</i>)- Complete Unit Retest OR</p> <p>Independent Learning (<i>You do alone</i>)- Complete Mongols Poster and turn in</p> <p>Independent Learning (<i>You do alone</i>)- Classwork turn in of WH 4 materials for classwork grade</p> <p>Closing: Guided Instruction (<i>We do</i>)- Overview the last weeks of semester beginning with return from Thanksgiving Holidays</p> <p>Home Learning:</p>	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input checked="" type="checkbox"/> Other <ul style="list-style-type: none"> Differentiation 	<p>Formative: Teacher Observation Q&A WH 4 Classwork set Poster</p>
	<p>Purpose: To provide the students an opportunity to revalidate their mastery of the material found to be generally weak in the original test</p>			<p>Summative: Unit Retest</p>